

Non-Government Reform Support Workplan

2020

Independent Schools Tasmania

Non – Government Reform Support Fund
Independent Schools Tasmania (IST) – Workplan 2020

Summary of Work Plan for 2020

IST provides state-wide support to all 32 Tasmanian independent schools. The 2020 NGRSF funding will provide, for all Independent Schools Tasmania (IST) member schools, an education support service as described in the *Summary of Work Plan* below and in the detailed plan that follows. In developing this plan, IST acknowledges the research evidence that demonstrates the importance of contextual, school based professional learning (PL) and whole-school commitment to change and growth. The 2020 work plan will essentially follow the same format as 2019, continuing on the work established thus far and as articulated in the strategic plan (2019-2022). As such, most details will flow on from current initiatives already in place but updates have been provided, where applicable.

Summary of Work Plan for 2020

Continuing projects commenced under the NGRSF priorities in 2018/19, and as part of the Bilateral reform agreements, will be ongoing in 2020. All of these projects extend beyond the normal service provision for schools, as summarised below:

1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability

Project description and activities:

- Develop teacher skills and judgement in discerning NCCD Levels of Adjustment through focussed PL and moderation opportunities.
- Build teacher capacity to differentiate for quality teaching and learning for students at risk of educational disadvantage as a result of disability.

Share of NGRSF = \$57,811

2. Implementation of online delivery of the National Assessment Program incorporating NAPLAN online

Project description and activities:

- Support school readiness for their annual NAPLAN online
- Assist schools to interrogate, interpret and utilise NAPLAN data to inform planning for learning to improve student outcomes.

Share of NGRSF = \$57,811

3. Improving governance and financial management practices in non-government schools

Project description and activities:

- Provide an ongoing series of professional development opportunities for school board members in general organisation and NFP governance and specific professional development and support in managing risk and safety

Share of NGRSF = \$ 60,945

Additional ongoing projects commenced in 2019 that are planned to continue in 2020:

4. Quality Teaching

Project description and activities:

- Implement ongoing PL on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery.
- Provide opportunities for teachers to effectively engage in and benefit from Professional learning (PL) on the use of the Australian Curriculum learning progressions and provide opportunities for teachers to develop skills to tailor teaching practices to maximise students learning growth.
- Contribute to the national effort and discussions regarding learning progressions.
- Contribute to the national effort and discussion on the review of senior secondary education.
- Progress and assist to roll-out in schools the recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage through ongoing discussions and provision of PL opportunities.
- Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) to assist as we build an inclusive Years 9-12 curriculum.
- Promote and disseminate evidence-based tools, resources and information to individual schools to assist early childhood education providers, primary and secondary schools to implement best practice approaches to supporting parents to engage in their children's learning throughout their education.

Share of NGRSF = \$147,811

5. Supporting teaching, school leadership and school improvement

Project description and activities:

- Inform and encourage school leaders to access a variety of PL opportunities and provide opportunities for high performing principals and middle leaders to share their expertise through focused forums and professional learning opportunities.
- Contribute to the national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard.
- Contribute to the national discussion regarding HALT certification.
- Contribute to the national discussion and effort regarding educational leadership.
- Inform, encourage and provide opportunities for school leaders to access a variety of PL opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.

Share of NGRSF = \$57,811

6. Enhancing the National Evidence Base

Project description and activities:

- Enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain.

Share of NGRSF = \$82,811

Other

Some of the continuing projects commenced under the SFSF priorities in 2017 - 2019 now form part of the bilateral reform agreements. These projects will be ongoing in 2020. One, *Safe Homes, Safe Families* is funded by the State Government. The others are integral to the Australian Government's 2020 school reform priorities for NCCD and Governance.

Outside of this, IST will continue to provide consultation and contributions through ongoing participation in the following working groups and committees:

- Teacher Registration Board IST nominee
- School Registrations Board IST nominee
- UTAS Schools & Community Engagement Advisory Committee
- TASC Framework Advisory Council
- CCYP Ambassadors Working Group
- Stop Bullying Stakeholders Group
- Youth Engagement in Education & Training Working Group
- Global Education Advisory Group
- Study Tasmania Working Group
- AITSL and ISCA HALT network groups
- Years 9-12 Project committee Curriculum Assessment and Teaching WG
- Years 9-12 Project Packages of Learning Steering Committee
- Years 9-12 Project Team Working group
- Years 9-12 Project Steering Committee
- Early Entry to School Cross Sectoral Committee
- ECU Stakeholder reference group
- Inclusion advisory panel
- Learning Environments Association Tasmanian Chapter
- National Copyright Advisory Group (Schools)
- Be You Committee – Suicide Support
- Safe Homes, Safe Families
- ACARA Digital Learning Committee
- ACARA Curriculum Directors Meeting
- AEDC steering committee
- AEDC Nominations Committee
- AITSL professional Growth network committee
- Years 9-12 Workforce support working group Committee
- Years 9-12 project VET/VL sub-committee
- Years 9-12 Data Working Group
- Years 9-12 Assessment Working Group and subgroup
- NQF Stakeholders reference group

- Reconciliation TAS committee -The NARRAGUNNAWALI Program of Reconciliation Australia
- LGBTI working group committee
- AIS NAPLAN committee
- NAPLAN OASC committee
- NAPLAN PMWG committee
- Positive Partnerships committee member
- Smoke Free Young People Committee member
- TASC Exam Centre Working Reference committee
- Move Well Eat Well committee

Beyond Normal Service Provision

IST's normal services are representation, advocacy and communication of information and advice to member schools. IST represents independent schools on over 30 cross sectoral working, steering, advisory and reference groups at State and National levels (including ACARA and AITSL), as noted above.

IST is the voice of Tasmanian independent schools in advocacy to government and communicating with the media and the community.

Summary of budget

Project	Activities	RS funding	Funding from other sources	Total project funding
PROJECT 1: NCCD	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Attendance at regional NCCD Network Meetings • NCCD training sessions • Moderation meetings (in school and/or cross schools) • IST staff to support individual staff within schools 			
	SUB TOTAL	57,811		57,811
PROJECT 2: NAPLAN	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Using NAPLAN and Standardised data to improve student outcomes – PL delivered to schools: Context specific and needs based • School visits to review School's planning which includes strategies to improve student outcomes in Literacy and Numeracy. • School specific assessment data visits reviewing NAPLAN, standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes. 			
	SUBTOTAL	57,811		57,811
PROJECT 3: GOVERNANCE	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Workshops - Foundations for Organisational Success 	20,315		
	<ul style="list-style-type: none"> • Workshops – Good Governance Principles for NFP Organisations including Introduction and overview of On-line training modules • Workshops – Managing Risk and Safety 	20,315		
	SUBTOTAL	60,945		60,945

PROJECT 4: QUALITY TEACHING	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Provision of ongoing PL sessions focusing on quality teaching by IST staff • Individual school support visits for teachers of students requiring additional assistance • School visits by IST staff in schools to target continually monitoring and making recommendations for individual students • Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current practice to assist as we build an inclusive Years 9-12 curriculum. 		90,000	90,000
	SUBTOTAL	57,811	90,000	147,811
PROJECT 5: LEADERSHIP	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Circulars created by IST staff sent to school leaders with a range of PL opportunities listed for each term • Annual PL format will be developed, circulated and updated by IST staff in January, 2020. • IST staff contributions at all committees focusing on teacher development • Ongoing PL leadership courses recommended and offered for Educational leaders 			
	SUBTOTAL	57,811		57,811

PROJECT 6: NATIONAL EVIDENCE	<ul style="list-style-type: none"> • IST staff contributions at national and local committees and forums • Schools visits to review standardised data and create responsive action plans. 			
	SUBTOTAL	57,811		57,811
SAFE HOMES SAFE FAMILIES	Safe Homes Safe Families: (State Government Initiative)		25,000	25,000
TOTAL FUNDING FOR 2020		350,000	115,000	\$465,000

These figures provided are indicative and will change throughout the year. The Annual Report will report on these changes.

Table 1.0 Key aspects of the National School Reform Agreement and the Tasmanian bilateral system and school improvement plan that we will address:

- *Items in Red only identify Key Projects*

Improvement Activity	Actions		Timing
National Policy Initiative A – Supporting students, student learning and student achievement			
<i>Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors</i>			
<i>Assisting teachers monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritising early years foundation skills</i>			
<i>Reviewing senior secondary pathways into work, further education and training</i>			
Tasmanian Improvement Direction A – Quality Teaching – curriculum, pedagogy, assessment and differentiation			
<i>Contribute to national effort and discussions and effort regarding learning progressions, formative assessment and the review of senior secondary education.</i>			Ongoing
<p>To do this, in 2020 we will:</p> <ol style="list-style-type: none"> 1. Provide opportunities for teachers to effectively engage in and benefit from Professional learning (PL) on use of the Australian Curriculum learning progressions to tailor teaching practices to maximise students learning growth. 2. Contribute to the national effort and discussions regarding learning progressions. 3. Assist schools to provide Quality assurance and support roll-out of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability within individual schools 4. Implement ongoing PL focusing on the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery 			
<i>Meet the needs of students at risk of educational disadvantage (including students with disability, Aboriginal students, students with low English proficiency and students in rural and regional areas) through evidence-based pedagogy, quality teaching and leadership and innovation.</i>			Ongoing

Improvement Activity	Actions		Timing
<p><i>Implement recommendations from Tasmania's Years 9-12 Review</i></p> <ul style="list-style-type: none"> • <i>Development of a curriculum framework</i> • <i>Revise accreditation and certification standards for completion of Year 12</i> • <i>Develop a strategic response to gaps in workforce</i> • <i>Review of the use of senior secondary data.</i> <p>To do this in 2020 we will:</p> <ol style="list-style-type: none"> 1. <i>Contribute to the national effort and discussions on the review of senior secondary education.</i> 2. <i>Progress and roll-out recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation and certification, workforce development and data usage.</i> 3. <i>Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current practice to assist as we build an inclusive Years 9-12 curriculum.</i> 			2020
<p><i>Implement learning progressions for literacy and numeracy to support curriculum delivery, including in the early years of schooling.</i></p> <p>To do this in 2020 we will:</p> <ol style="list-style-type: none"> 1. <i>Promote and disseminate within schools' evidence-based tools, resources and information to assist early childhood education providers, primary and secondary schools to implement best practice approaches</i> 2. <i>Prioritise the implementation and PL around the use of learning progressions for literacy and numeracy in Curriculum delivery</i> 			2020
<p>Provide opportunities and encourage access to professional learning (PL) and networking for school leaders to improve performance and capabilities in alignment with AITSL standards.</p>			Ongoing
<p>National Policy Initiative B - Supporting teaching, school leadership and school improvement</p>			

Improvement Activity	Actions		Timing
<i>Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need</i>			
<i>Strengthening the initial teacher education accreditation system</i>			
Tasmanian Improvement Direction B – Effective Leadership – school culture, educational leadership, building teacher capacity, building leadership capacity			
<p><i>Contribute to national discussion and effort with regard to initial teacher education and national teacher workforce strategy and review of teacher registration, including consideration of legislative amendments.</i></p> <p>To do this in 2020 we will:</p> <ol style="list-style-type: none"> 1. Contribute to the national discussion and effort regarding initial teacher education and induction, transition of teachers from graduate to proficient standard. 2. Contribute to national discussion and effort regarding educational leadership. 3. Contribute to the national discussion regarding HALT certification. 4. Inform and encourage school leaders and middle leaders to access a variety of professional learning (PL) opportunities and provide opportunities for high performing principals to share their expertise. 5. Inform and encourage school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector. 			2020
National Policy Initiative C: Enhancing the national evidence base			

Improvement Activity	Actions		Timing
<i>Implementing a national unique student identifier (USI) that meets national privacy requirements in order to support better understanding of student progression and improve the national evidence base</i> <i>Establishing an independent national evidence institute to inform teacher practice, system improvement and policy development</i> <i>Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.</i>			
Tasmanian Improvement Direction C – School Improvement and support – review, data, planning and resourcing, monitoring and evaluation			
<p>To do this in 2020 we will:</p> <ol style="list-style-type: none"> 1. Work with school leaders to enhance schools’ internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain. 2. Assist schools with the implementation of online delivery of the National Assessment Program NAPLAN online 			Ongoing
Tasmanian Improvement Direction D – School community partnerships – local and community partnerships			
Consult with the Aboriginal Education Reference Group on relevant initiatives.			Ongoing
Recognise, acknowledge and further utilise the existing high levels of parent engagement in our schools.			Ongoing
<p>To do this in 2020 we will:</p> <ol style="list-style-type: none"> 1. Improve governance and financial management practices in the non-government school sector 			2020

Non-Government Reform Support Fund

Independent Schools Tasmania – Workplan 2020

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/Overall achievements	Indicators of success
Project 1. Quality assurance, moderation and support for the continued improvement of the Nationally Consistent Collection of Data (NCCD) on School Students with Disability The Effective and Efficient use of	<p>The Melbourne Declaration, the Australian Curriculum, the Disability Discrimination Act and the Disability Standards for Schools emphasise the importance of personalised learning to meet the diverse needs of and capabilities of every young Australian. Through this project we will:</p> <ul style="list-style-type: none"> Continue to develop teacher skills and judgement in discerning NCCD Levels of adjustment through the provision of focussed PL and moderation opportunities build teacher capacity for quality teaching and learning for students at 	Reform support funding: \$57,811	<p>This project aims to continue to enhance teacher knowledge, understanding and practice in regard to all aspects of the NCCD. Schools will be supported to:</p> <ol style="list-style-type: none"> Demonstrate support to students with disabilities by incorporating quality teaching and learning approaches that are: <ul style="list-style-type: none"> Intensive Frequent Supportive and Individualised Demonstrate the four elements of personalised learning through planning and teaching: 	<p>In 2020, as observed and recorded by the IST Team, 70% of representative schools will:</p> <ul style="list-style-type: none"> Participate in meetings, webinars or individualised sessions addressing the NCCD. <p>Timeline: February – December 2020</p> <ul style="list-style-type: none"> Participate in moderation practice (either in-school or cross-schools) by bringing de-identified examples that will justify their decision making. <p>Timeline: sessions in Terms 1-3, 2019</p> <p>In addition:</p>

<p>NCCD Funds to Enhance Support and Enhance Learning Outcomes for SWD</p>	<p>risk of educational disadvantage as a result of disability through tailored support in individual schools.</p>		<ul style="list-style-type: none"> • collaboration and negotiation. • assessment of individual need. • adjustments to curriculum, instruction and environment (as required) • ongoing evaluation of personalised learning. <p>3. Demonstrate ability to:</p> <ul style="list-style-type: none"> • Develop detailed student profiles. Identify the required knowledge and skills. <p>4. Provide intensive instructional time within a quality differentiated classroom</p> <ul style="list-style-type: none"> • Plan and provide opportunity for guided practice and positive, corrective feedback. • Monitor students' progress. • Make evidence based instructional decisions. <p>IST staff will seek evidence of the above outcomes from documentation reviewed in school visits throughout the year.</p>	<ul style="list-style-type: none"> • 10 teachers or school leaders from participating schools will be able to show in their planning: evidence of integration of curriculum content, goals for student learning, varied and authentic assessment, differentiation and a purposeful sequence of teaching and learning aligned to the Australian Curriculum (as noted by visiting IST staff). <p>Timeline: February – December 2020</p> <p>*Attendance registers for any PL sessions will be provided</p>
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/overall achievements	Indicators of success
Project 2. Implementation of online delivery of the National Assessment program	<p>Working in collaboration with the Tasmanian Department of Education, Education Performance Review (EPR), we will deliver support to all independent schools. This support will cover:</p> <ul style="list-style-type: none"> • Provision of leadership, including high level strategic and practical advice and associated professional learning (PL) for all IST schools. • Circulars to ensure readiness to participate in NAPLAN 2020. • Regular liaison with State and National colleagues - PMWG, ESA, and ERP through online communication and representation on all state-based Committees • Advice and support regarding privacy legislation, review and 	<p>Reform support funding: *\$57,811</p>	<p>IST staff will:</p> <ul style="list-style-type: none"> • Accurately articulate and respond to any queries to assist schools to meet the requirements for participation in NAPLAN testing. <p>To enhance principal's, leadership team's, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> • Track school progress over time and identify areas of need. • Use data for objective, constructive feedback to individual schools. • Set evidence informed goals for student, school and learning area outcomes, as requested. 	<p>In 2020, 100% of schools will have representatives who:</p> <ul style="list-style-type: none"> • Have access to support from IST's team to address any queries regarding NAPLAN online. <p>Timeline: February – December 2020 with EPR and IST led briefing meetings set for March 2020 across the state.</p> <p>By November 2020 indicators of success will be evidenced in 10 of IST schools receiving assistance through IST staff comprehensive consult visits in schools providing assistance with:</p> <ul style="list-style-type: none"> • School's strategic planning which includes strategies to improve student outcomes in Literacy and Numeracy. <p>AND/OR</p>

analysis regarding NAPLAN data. This assistance will be delivered through circulars and individual school visits.

- Individual teacher's planning that focuses on needs identified by NAPLAN data.

AND/OR

- School specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes.

During any school visits IST staff will look for evidence of teachers in schools continually monitoring and diagnostically assessing individual student progress.

Timeline: June 2020- December 2020

**Attendance registers for schools visited and PL sessions will be provided.*

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/overall achievements	Indicators of success
<p>Project 3.</p> <p>Improving governance and financial management in the non-government school sector</p>	<p>Sub-goal 1: Workshops Foundations for Organisational Success:</p> <p>Regional workshops will be provided for new and continuing school board members.</p> <p>School based workshops will also be offered to whole school boards.</p> <p>Focus will be on strong cultures, risk management, reputation management and financial sustainability</p> <p>These areas have been identified by the Australian Institute of Company Directors 2017 NFP Governance and Performance Study as essential to NFP organisational success.</p> <p>Sub-goal 2: Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:</p>	<p>Reform support funding: \$60,945</p>	<p>Workshops Foundations for Organisational Success:</p> <p>Supported by the IST Consultant, participants will:</p> <ul style="list-style-type: none"> • Understand that the board and its individual members should take an active role in developing, promoting and managing a healthy culture for the school. • Understand why and how school boards identify and mitigate risk. • Understand the importance of a school making sufficient surplus to support its short, medium and long-term needs. • Recognise the value of a school's reputation, understand and monitor the key influences on it. • Understand the importance of media and social media 	<p>Within two weeks following the workshops, 100% of participants will have answered a set of questions for each of the four areas of focus that evaluate their board's current performance.</p> <p>6 months after the workshops, participants will repeat the questionnaire indicating improvements in their school board's performance.</p> <p>Attendance registers and event feedback responses will be required.</p> <p>Timeline: Terms 1 and 2, 2020</p>

Regional workshops will be provided for new and continuing school board members.

School based workshops will also be offered to whole school boards.

Focus will be on ten principles that promote good governance for Not-for-Profit organisations.

Participants will be given an overview of on-line School Governance training modules available through IST / AISNSW for individual school board members.

Sub-goal 3: Workshops – Managing Risk and Safety

This project is intended to assist all member schools. However, the particular focus will be directed toward enterprise risk management strategies in the 21 smaller to medium sized member schools (under 650 students) who don't have access to personnel or other resources to independently develop effective internal processes and procedures.

Workshops will be offered to Boards and key personnel within these member schools.

Support will be made available during the year to help facilitate the intended outcomes.

Focus will be on the *Australian Standard for Risk Management - Principles and*

policies and crisis management and communication plans.

Workshops- Good Governance Principles for NFP Organisations, Including Introduction and overview of online training modules:

Supported by the IST Consultant, participants will understand:

- Roles and responsibilities of board members and the board.
- Appropriate board composition.
- Organisational vision, purpose and strategies.
- Risk recognition and management.
- Organisational performance categories and indicators.
- Board effectiveness strategies.
- Integrity of information and accountability to stakeholders.
- Board role in organisation building.
- Organisation culture and ethics.
- Effective engagement with stakeholders

Workshops – Managing Risk and Safety

Guidelines AS/NZS ISO 31000:2009, and in particular the ten principles that provide a framework and allow the effective management of risk at all levels.

1. Supported by the IST Consultant, participants will understand the effective management of risk:

- Creates and protects value.
- Is an integral part of organisational processes.
- Forms part of organisational decision making.
- Addresses organisational uncertainty.

2. They will also understand that systems and decisions must be:

- Systematic, structured and timely.
- Based on the best available information.
- Aligned with the internal/external context of the school.
- Considerate of human and cultural factors.
- Transparent and inclusive.
- Dynamic, interactive and responsive to change.

They will understand the requirements to build/implement a functioning risk management framework in the context of their school.

Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/overall achievements	Indicators of success
Project 4. Quality Teaching	<p>A range of key initiatives will continue this year to address the bilateral agreement. Specifically, the IST team will:</p> <ul style="list-style-type: none"> • Implement ongoing PL to assist teachers develop an understanding of the learning progressions for literacy and numeracy to support teacher planning for learning and curriculum delivery • Contribute to the national effort and discussions regarding learning progressions. • Contribute to the national effort and discussion on the review of senior secondary education. • Progress and roll-out any recommendations from the Years 9-12 Review in the areas of curriculum and assessment, accreditation 	<p>Reform support funding: \$57,811</p> <p>Other funding: \$90,000</p>	<p>In 2020, through targeted and/or individualised PL, educators in independent schools will continue to be up-skilled and supported to deliver best practice, research-based teaching practices to ensure that they accurately monitor student achievement in a timely and responsive way.</p> <p>IST staff will deliver professional learning (PL) at individual schools and continue support with both individual teachers and all relevant staff.</p> <p>School Principal's and staff will be confident in their understanding of and use of learning progressions, the 9-12 curriculum changes, updates in VET and VC and K-10 progressions (as applicable in the schools they serve)</p> <p>PL focusing on best practice initiatives will enable school leaders and teachers to understand to roll-out planned and explicit teaching</p>	<ul style="list-style-type: none"> • 50% of total schools will be represented at ongoing focused PL sessions <p>Timeline: PL planner completed and circulated in February 2020.</p> <p>PL conducted from February – November 2020</p> <ul style="list-style-type: none"> • 50% of participating educators will show evidence of engaging in the Australian Curriculum Learning Progressions by engaging in discussions during PL sessions (qualitative data collated at conclusion of session via a participant feedback form). <p>Timeline: February -December 2020.</p> <ul style="list-style-type: none"> • IST staff will attend 80% of national and local committees and forums focusing on learning progressions, senior secondary education, VET, VC and the 9-12 review. <p>Timeline: March – November 2020</p>

	<p>and certification, workforce development and data usage.</p> <ul style="list-style-type: none"> • Support work being currently undertaken in relation to Vocational Education and Training (VET) and Vocational Learning (VL) and provide feedback on current practice to assist as we build an inclusive Years 9-12 curriculum. • Promote and disseminate evidence-based tools, resources and information to schools to assist early childhood education providers, primary and secondary schools to implement best practice approaches. • Provide targeted PL and support to schools to prioritise the implementation of learning progressions for literacy and numeracy. 		<p>Research based, high leverage teaching practices, resources and assessments will be shared with individual teachers, small groups and schools to improve teacher practice and maximise student growth in literacy and numeracy.</p>	<ul style="list-style-type: none"> • 100% of applicable publicly available information from above will be disseminated in regular circulars to all schools by IST staff <p>Timeline: March – November 2020</p> <ul style="list-style-type: none"> • An IST consultant will support 100% of schools currently offering Vocational Education and Training (VET) and Vocational Learning (VL) and provide support on current practice to assist as we build an inclusive Years 9-12 curriculum. <p>Timeline: February – November 2020</p> <p>In addition,</p> <ul style="list-style-type: none"> • To address the learning needs of all students, intensive, differentiated individual school support will be provided for teachers of students requiring additional assistance, on an as needs basis. IST staff will visit a minimum of 20 schools by the end of November. <p>Timeline: March – November 2020</p>
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/overall achievements	Indicators of success
Project 5. Supporting teaching, school leadership and school improvement	<p>In 2020 a range of initiatives will provide continued focus on school improvement and leadership development. To do this IST staff will:</p> <ul style="list-style-type: none"> • Inform and encourage school leaders to access a variety of professional learning (PL) opportunities and provide opportunities for high performing principals and middle leaders to share their expertise. • Contribute to national discussion and effort regarding initial teacher education and induction and the transition of teachers from graduate to proficient standard. • Contribute to national discussion and effort regarding educational leadership. • Assist with discussions around HALT certification in Tasmania • Inform and encourage school leaders to access a variety of professional learning (PL) opportunities appropriate to their career stage and development 	Reform support funding: \$57,811	<p>In 2020, leaders in independent schools will:</p> <p>Benefit from regular exposure to weekly circulars, highlighting PL opportunities</p> <p>Receive information pertaining to current issues in educational leadership that will build upon their leadership expertise and potential</p> <p>Participate in PL that will reflect the AITSL standards and enhance learning outcomes in their schools</p> <p>Foster skills that will help school leaders to develop an active voice in leadership forums locally and nationally</p> <p>IST staff will also:</p> <p>Have a clear voice around potential changes to initial teacher education and induction and inform the</p>	<ul style="list-style-type: none"> • Weekly circulars will be sent to school leaders with a range of PL opportunities listed. <p>Timeline: March – November 2020</p> <ul style="list-style-type: none"> • Annual PL format will be developed, circulated and updated in January, 2020. <p>Timeline: February 2020</p> <ul style="list-style-type: none"> • IST staff will attend 100% of committees focusing on teacher development, as they arise <p>Timeline: March – December 2020</p> <ul style="list-style-type: none"> • IST will develop collegial links with other Independent school networks to arrange 2 PL courses in Tasmania for Educational leaders prior to December 2020 <p>Timeline: February – December 2020</p>

	needs and recognise and harness the skills and experience of high performing principals by enabling them to share their expertise across and throughout the sector.		discussions around transitions of teachers from graduate to proficient and the proposed roll-out of a HALT trial across Tasmania.	
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Project title and relevant national policy initiative	Project description and activities	Indicative budget	Expected outcomes/overall achievements	Indicators of success (anecdotal data)
Project 6. Enhancing the National Evidence base	A specific goal for the year will be to enhance schools' internal self-review and external quality assurance processes for the purpose of monitoring and reviewing student learning gain in each individual school.	Reform support funding: \$57,811	<p>To enhance principal's, leadership teams, and individual teacher's capacity to:</p> <ul style="list-style-type: none"> • Identify areas of 'success' and 'need' as a focus for making gains in student outcomes. • Interpret data from a whole-of-school perspective as well as at individual student level. • Address AITSL Standard 5 - <i>Assess, Provide Feedback and Report on Student Learning</i>. • Track student progress over time. • Use data for objective, constructive feedback to improve student outcomes. • Assist to set evidence informed goals for students, schools and learning area outcomes. 	<p>By November 2020, indicators of success will be evidenced by individual support provided to schools by IST consultants, focusing upon analysis of NAPLAN data to inform and improve teaching and learning. Discussions will be conducted with 10 schools by November 2020 (randomly selected) across the state. Discussions will focus on the exploration of:</p> <ul style="list-style-type: none"> • School's NAPLAN data and growth trends, alongside School specific assessment data e.g. standardised assessments, teachers' assessments and anecdotal data measuring progress against goals for school and learning area outcomes. • Review of strategic planning which specifically incorporates strategies to improve student outcomes in Literacy and Numeracy, as appropriate. • Individual teacher's planning that focuses on needs identified by NAPLAN data (where applicable).

				<p>The reviews will be discussed with each school and recommendations for improvement shared at the time of meetings.</p> <p>Timeline: June – November 2020</p>
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